



L W CONDER ELEMENTARY

8040 Hunt Club Road
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	704 Students	
Principal	Shirley Watson	803-736-8720
Superintendent	Katie Brochu, Ed.D.	803-787-1910
Board Chair	Stephanie Burgess, Ph.D.	803-530-9899

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

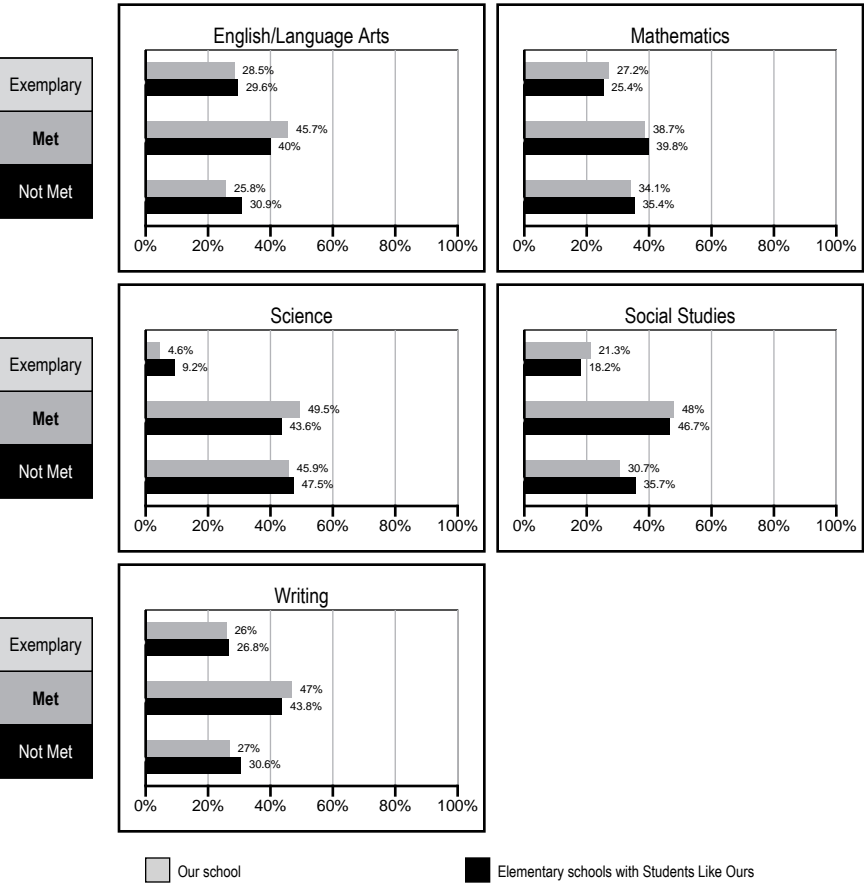
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	11	104	37	10

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=704)				
First graders who attended full-day kindergarten	92.2%	Up from 85.9%	100.0%	100.0%
Retention rate	0.5%	Down from 0.6%	1.5%	1.1%
Attendance rate	96.5%	Up from 95.8%	95.9%	96.2%
Served by gifted and talented program	6.3%	Up from 5.1%	7.1%	13.4%
With disabilities other than speech	2.8%	Down from 5.1%	4.5%	4.1%
Older than usual for grade	0.1%	Down from 0.2%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	63.5%	Up from 63.2%	60.8%	62.5%
Continuing contract teachers	76.9%	Up from 73.7%	84.0%	88.2%
Teachers returning from previous year	81.5%	Up from 74.7%	85.7%	87.8%
Teacher attendance rate	93.3%	Down from 95.1%	95.1%	95.2%
Average teacher salary*	\$45,304	Up 0.7%	\$45,551	\$46,773
Professional development days/teacher	8.8 days	Down from 9.0 days	10.5 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 16.3 to 1	18.2 to 1	19.9 to 1
Prime instructional time	89.1%	Down from 89.8%	90.0%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,513	Up 6.2%	\$7,987	\$7,447
Percent of expenditures for instruction**	76.9%	Up from 74.5%	68.0%	68.4%
Percent of expenditures for teacher salaries**	73.1%	Up from 72.1%	64.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Conder Elementary school continues a legacy of excellence and the distinction of being the only arts magnet school in Richland School District Two. Our mission is Students Through the Arts Reach Success. We are an Arts in Basic Curriculum (ABC) Advancement site, and in our fifth year of this partnership. Also in partnership with the South Carolina Arts Commission, Conder teachers participated in intensive and on-going professional development in arts integration. Teachers used arts integration strategies in everyday classroom instruction. Teachers, students, and parents participated in on and off-site arts related activities such as concerts, musicals, dance productions and art shows. Our primary goals are improving academics and strengthening community and school relations. As a result of our efforts to achieve these goals, Conder received the Palmetto Silver Award for closing the achievement gap for 2010. Conder continues to be an Exemplary Writing School and a Red Carpet School. In addition, Conder is a South Carolina Certified Green Steps School. Also, Conder implemented a 21st Century Grant. Students participated in swimming lessons, gardening, and mentoring programs. Students in grades one through three participated in Single Gender classes. This program will be expanded to fourth grade this year. Literacy coaches will continue to contribute to the school by providing coaching services for teachers in the content areas of literacy and reading. Conder implements a Two-Tiered Model for reading instruction. Tier 1 model provides reading instruction to all K-5 students who are on target to meet grade level standards, while the Tier 2 model provides an additional 30 minutes of small-group reading instruction for any K-3 student needing additional support to accelerate his progress in meeting grade level standards. Additional opportunities for students to achieve greater academic success are provided in the following clubs: Chess Academy, Student Council, and the Reading Counts program. Conder also has a male and female mentoring program for fourth and fifth grade students: Star-Gents and A-Plus Girls. Community is at the heart of Conder's programs. Parents, guest readers, speakers, and leaders from many businesses and professions across the community are frequent visitors. Students from Columbia College and the University of South Carolina's School of Education provide additional support in classrooms, allowing for more individual instruction. Additionally, many parents participate in conferences, volunteer in classrooms, chaperone field studies, and assist with special events. Events have included a Mother-Daughter Tea, Hispanic Family Night, Arts Concerts, and many more family favorites. Technology is integrated in every classroom through computers and Smartboard access. Students have many opportunities for 1:1 computing with two labs and desktops in the classroom. Conder piloted a 1st grade I-PAC class this year. Conder faculty and staff continue to reach for the stars and meet or exceed the needs of our students, parents, and community.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	106	63
Percent satisfied with learning environment	88.9%	97.1%	96.7%
Percent satisfied with social and physical environment	88.2%	92.3%	95.2%
Percent satisfied with school-home relations	83.3%	89.5%	96.8%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	340	100	25.8	45.7	28.5	84.4	83.8	82.4	Yes	Yes
Gender										
Male	159	100	30.5	40.4	29.1	80.1	79.2	78.7	N/A	N/A
Female	181	100	21.7	50.3	28	88.2	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	93.4	88.9	I/S	I/S
African American	271	100	27.7	45	27.3	83.1	79.1	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.6	93	I/S	I/S
Hispanic	49	100	21.3	51.1	27.7	87.2	78.8	79.3	Yes	Yes
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	92.9	83	I/S	I/S
Disability Status										
Disabled	31	100	67.9	28.6	3.6	35.7	47.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	21.4	50	28.6	85.7	81.6	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	279	100	27.5	43.1	29.4	83.1	75.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	340	99.7	33.9	38.9	27.2	76.1	81.7	81.9	No	Yes
Gender										
Male	159	100	36.2	32.6	31.2	75.2	79.1	79.9	N/A	N/A
Female	181	99.5	31.9	44.4	23.8	76.9	84.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	93.5	88.9	I/S	I/S
African American	271	99.6	36.5	39	24.5	73.4	75.7	71.4	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.3	94.6	I/S	I/S
Hispanic	49	100	23.4	38.3	38.3	85.1	78	81.1	Yes	Yes
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	92.9	84.4	I/S	I/S
Disability Status										
Disabled	31	100	75	21.4	3.6	39.3	45.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	23.8	38.1	38.1	85.7	82.8	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	279	99.6	35	37.4	27.6	75.2	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	220	100	45.9	49.5	4.6	54.1	71	68.6
Gender								
Male	96	100	38.8	54.1	7.1	61.2	69.9	68.3
Female	124	100	51.4	45.9	2.7	48.6	72.2	68.9
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	90	80.7
African American	183	100	47.9	48.5	3.7	52.1	61.9	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.2	85.3
Hispanic	25	100	50	45.8	4.2	50	65	61.6
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	18.8	36.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	24	100	47.6	47.6	4.8	52.4	73.2	60.7
Socio-Economic Status								
Subsidized meals	184	100	46.5	48.8	4.7	53.5	57.5	57.3
Social Studies								
All Students	225	99.1	30.7	48	21.3	69.3	76.5	72.5
Gender								
Male	108	100	33	42.3	24.7	67	74.4	72
Female	117	98.3	28.6	53.3	18.1	71.4	78.6	73.1
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	89.3	81
African American	176	98.9	34.4	46.9	18.8	65.6	69.9	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.7	89
Hispanic	35	100	18.2	51.5	30.3	81.8	71.8	69.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	24	95.8	N/AV	N/AV	N/AV	38.1	42.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	35	100	19.4	51.6	29	80.6	76	69.7
Socio-Economic Status								
Subsidized meals	188	99.5	31.6	45.6	22.8	68.4	65.7	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	110	100	27	47	26	73	75.5	73.2	96.5	97.2
Gender										
Male	48	100	37.8	42.2	20	62.2	68.9	67.2	96.4	97.2
Female	62	100	18.2	50.9	30.9	81.8	82.2	79.4	96.6	97.3
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	88.7	81.5	95.4	97
African American	85	100	29.5	44.9	25.6	70.5	69.1	61.3	96.6	97.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.8	87	96.5	97.7
Hispanic	18	100	11.8	64.7	23.5	88.2	69.2	66.7	96.5	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	94.7	96.8
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	27	26	96	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
English Proficiency										
Limited English Proficient	15	100	21.4	57.1	21.4	78.6	72.5	65.7	96.6	97.2
Socio-Economic Status										
Subsidized meals	86	100	31.6	44.3	24.1	68.4	64.6	63.2	96.5	96.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	107	100	24.7	30.1	45.2	75.3
	4	105	100	33.3	45.5	21.2	66.7
	5	112	100	28.6	51.4	20	71.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	123	100	27.4	34.9	37.7	72.6
	4	105	100	26	46.9	27.1	74
	5	112	100	24	56	20	76
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	107	100	41.9	26.9	31.2	58.1
	4	105	100	27.3	55.6	17.2	72.7
	5	112	100	29.5	48.6	21.9	70.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	123	99.2	41.9	23.8	34.3	58.1
	4	105	100	32.3	46.9	20.8	67.7
	5	112	100	27	47	26	73
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	54	98.2	52	30	18	48
	4	105	100	46.5	46.5	7.1	53.5
	5	56	98.2	49	43.1	7.8	51
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	59	100	60	36	4	40
	4	105	100	39.6	56.3	4.2	60.4
	5	56	100	44	50	6	56
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	53	98.1	32.6	39.5	27.9	67.4
	4	105	100	32.3	56.6	11.1	67.7
	5	56	100	24.1	48.1	27.8	75.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	64	96.9	30.4	32.1	37.5	69.6
	4	105	100	31.3	59.4	9.4	68.8
	5	56	100	30	44	26	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	107	100	28.7	37.2	34	71.3
	4	106	100	33	42	25	67
	5	113	98.2	26	42.3	31.7	74
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	110	100	27	47	26	73
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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